

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Chapter IV provides the research findings and discussion provides from three data collection techniques: questionnaire, interviews and classroom observations. This last chapter reviews two main parts: conclusion and recommendation of the research.

5.1 Conclusions

This study was intended to answer two questions; (1) What are vocational high school students' perception on the use of educational podcasting directed to develop listening skills? (2) How is the educational podcasting implemented in a vocational high school? Twenty four learners of vocational students were participated in this study. The data were gathered through a perception questionnaires, semi-structured interview of students and teacher, and three meetings of observation. The results revealed that most of the learners shows positive trend of opinions about this fascinating technology. The learners found the podcasts is effective, enjoyable and motivate them at the same time. The majority voices also argued that listen to podcasts help them to enhance their listening skill, expand their vocabulary bank, correct their pronunciation and increase their knowledge related to the idiom and terms used in their vocation. However, the learners do not face excessive challenges in which only few of them think that podcasting is uninteresting tool and easy to be understood. It is also supported by the availability of transcription text. Moreover, most of the learners claimed that the availability of transcriptions text assisted them to comprehend the audio files well. Through their transcription, they can identify, underline and write down the definition of difficult words and keywords of the podcast' topic. It suggests that the availability of transcriptions is crucial for them to support the participants during their listening activity (Kavaliauskienė & Anusienė, 2009). Additionally, most of them agreed that the length of podcasts they already heard are sufficient duration to them. Due to their expectation on podcasting, they agreed that the topic of podcasts should be suitable with their major, especially in business term. Majority of their voice showed that they have a willingness to learn

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AN INQUIRY INTO EDUCATIONAL PODCASTING FOR EFL LEARNERS IN A VOCATIONAL HIGH SCHOOL: LEARNERS' PERCEPTIONS

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English through the podcast outside the classroom and introduce podcasts to their peers. In addition, the qualitative data supported that the topic of business is the most wanted topic to access. Nonetheless, a few of the learners found that they are unwilling to access the podcast in their leisure time. It is also supported by the qualitative data that one learner argued that he found his laziness to explore a podcast via his smartphone. He would access an entertainment application rather than the podcast.

Related to the several meetings of observation, it can be concluded that the implementation of podcasts divided into three sections namely pre-listening, whilst listening and post-listening section. The whole sections covered the discussion in the pre-listening section where the teacher gave a HOTS (High Order Thinking Skill) questions that lead the students to the topic that they are going to listen. The whilst listening section covered the comprehension inquiries, identifying the difficult words, idiom and keywords, and pronunciation practices. In the post-listening section, the class reflected what already occurred in the EFL classroom. In order to cover writing skill, the teacher asked the students to write down the keywords and difficult words in a form of sentences for their homework. Hence, the use of podcasts in the EFL classroom already engaged and integrated four language skills as demanded in the Curriculum 2013. In addition, dealing with the teachers' point of view, they found that podcasting is a fascinating tool that can be useful in the listening section as long as the source of podcast is reliable and credible. Even though, the teacher expects that a more topic of podcast in a package of teenagers' life and business' life which are appropriate to the adolescence life as a vocational school students.

5.2 Implications

Theoretically, this study is expected to add empirical support to existing theories of technology in listening comprehension and piece of theoretical information for the other teachers as well as future researchers related to the use of podcast in the EFL classroom to conduct kind of advance research related to this topic. Practically, the results of this study assists to clarify and define more precisely on how using podcasts

can help the EFL learners improve their listening skill, or even another skill of language. Professionally, this study might encourage the teachers in research site or in other sites to use podcast as one of the alternatives to enhance learners' listening skill, particularly in vocational high school.

5.3 Limitations

This study also has several limitations. The first limitation is that the results might change in different setting with different learners. This study was conducted with 24 second-year students majoring in Office Administration whose median ages was 16. A higher number of learners could have brought different findings. The perception may change in accordance to the ages, level of study, level of proficiency of the learners.

The participants of this study were directed at consuming podcasts prepared by a native English speaker. Therefore, the perception in their mind is limited to one only aspect of educational podcasts. Furthermore, the study took about one month of gathering data. A longer period could have changed the perception and opinion of participants as it might be they need time to get accustomed to this novelty.

Finally, the learners listen to educational podcasts only through the teacher's notebook or provided by the teacher. In this context, the learners were requested to access the podcast by themselves using their own devices. Even when the writer asked them their willingness to explore podcast through their smart phones, the learners were surprised that they can find any sources of podcast by themselves. It might be a new information to them. The differences access for podcast, between listening to podcast in the classroom and listening to podcasts through the learners' phones could have different finding as well.

5.4 Recommendations for Further Research

There are several points to be recommended for the future researches. First, it is better for the future researchers to add some more participants, the learners or even the teachers in the research in order to get more convincing research result. Second, it

is recommended for the future researchers to get more comprehensive and valid result by comparing the learners' perception in the urban, sub urban and rural area. As we know that not all of areas in Indonesia have sufficient access to technology especially blended technology in teaching and learning process. Then, it is recommended for the future researchers to elaborate and add some more research questions to be answered in order to find broader scope related to learners' perception and how the podcast is implemented in EFL classroom context.